



Sue Shepherd, Carolyn Reep ready M.U.D. publicity.

'Wonderful, Wonderful' Weekend Planned

Convocation in the Wick Center at nine o'clock on Friday morning will be the first event of M.U.D. 1968. This will be the first year that convocation is to be held on campus in the history of M.U.D. The crowning of Rosary Hill's Moving Up Day Queen will be one of the highlights of convocation. Junior class nominations will be taken prior to April 8th and the voting will take place April 10th according to election policy. Freshman representatives on the Queen's float are: Sue Ann Hanrahan, Joan Forero, Nancy Cassino, and Mary Lou Capstraw. The sophomores have elected Nancy Kelly, Nora Wren, Regina Morgan and Karen Kordasiewicz to represent their class. At ten-thirty, following convocation and the crowning of the queen, Mass will be offered. The rose ceremony, formerly traditional, has been incorporated into the Mass this year. During the ceremony, Seniors present red roses, symbolic of maturity and growth to the upcoming seniors. Pink roses, symbolic of deepening maturing, are presented to the upcoming juniors. The upcoming sophomores receive yellow roses, symbolic of the golden glory of opening fields of knowledge.

Time for decoration of cars and brunch will be allotted before the parade at twelve-thirty. The Queen's float, floats from each of the classes and decorated cars will comprise the parade which sets the spirit for the weekend. Walkie-talkies will be used at the parade for communication on campus. This year an ushering committee has been assigned which will aid the easy passage of cars and floats. The winning class float is chosen by secret ballot of Rosary Hill faculty members and administrators, who vote as the M.U.D. parade leaves campus. At three o'clock cars and floats will return to campus and prizes will be given for the most creative entries. Last year's winner was the sophomore class' float which had as a theme "On a Clear Day You Can See The Good Ship Lollipop." A long brown ship brimming over with lollipops and candy was floating on a sea of blue.

The Hearstone Manor will be the scene of the M.U.D. formal Friday evening. Bob Mruk and his orchestra featuring Mr. Frankie Mann as singer will entertain at the formal from nine to one. The price of tickets is six dollars per couple.

The Judy Collins' concert at Kleinhan's Music Hall will be Saturday evening at eight-thirty. Comedy star Richard Pryor will also appear.

Wilmer Alexander and the Dukes will play at the social on Sunday afternoon at Beaver Island State Park. Refreshments will be served at the picnic.

The general chairman of Moving Up Day 1968 is Janine Trapini and her co-chairman is Joanne Miller. Freshmen float chairman is Sue Ann Hanrahan, sophomore class chairman Karen Kordasiewicz and Susan Coleman is chairman of the junior float. Jo Ellen Goutfaux is chairman of the Queen's Float.

Negro Non-Violence Leader Slain; Pres., Country Mourn Assassination

Father of non-violence in the American Civil Rights movement, Dr. Martin Luther King, was killed Thursday night in Memphis, Tennessee. Immediately following the assassination of King, a curfew was clamped on Memphis and 4,000 National Guard Troops were ordered back

into the city. It was just a week ago that a King-led march turned into a riot which resulted in a curfew being imposed in Memphis.

The 1964 Nobel Peace Prize winner had returned to Memphis to lead protests in behalf of the city's 1300 striking garbage work-

ers most of whom are Negro.

Dr. King's determined dedication to nonviolence found him caught in the crossfire between white and Negro extremists as the racial tensions erupted into arson, gunfire, and looting in many of the nation's cities during the summer of 1967.

Dr. King was born in January 15, 1929 in Atlanta, Georgia. Martin's father, also a minister, was pastor of the Ebenezer Baptist Church in Atlanta. Martin went to Atlanta's Morehouse College and was ordained a minister in his father's church in 1947.

Dr. King pursued further study in the integrated Crozier Theological Seminary, in Chester, Pa. Besides being the first Negro class president, he was named outstanding student and won a fellowship to study for a doctorate. In 1951 he enrolled in Boston College and took additional courses at Harvard.

Immediately following the news of the assassination, President Johnson addressed a solemn message to the grieved nation.

"I ask every American citizen," he said "to reject the blind violence that has struck down Dr. King, who lived by nonviolence." The President also expressed the hope that all Americans would search their hearts.

Dr. King's speech of August 28, 1963, the historic "March on Washington", "I have a dream today" sticks in the minds of men as they mourn his death. This "dream" only Martin Luther King could put into words.

"... when we allow freedom's ring... will we be able to speed up the day when all of God's children, black men and white men, Jews and gentiles, Protestants and Catholics, will be able to join hands and sing in the words of the Negro spiritual:

"Free at last—free at last—thank God Almighty—we are free at last."

NSA, Academic Delegates Elected

During convocation on Moving Up Day, Melissa Lowry '69 and Susan McGrath '69 will assume the positions of Academic Director and National Student Association Delegate, respectively. Following the decisive student elections on April 1, 1968, the girls commented on their impending duties and plans.

As Academic Director, Melissa Lowry stated that she will work with students through the Academic Committee and a subcommittee, the Curriculum Research Committee. The latter is compiling information to determine what areas must be developed in accordance with student and faculty needs. Melissa's main objective is to see the revised class evaluation sheet put into effective use. With the faculty using it on a voluntary basis, it is necessary to "instill a sense of responsibility in students when filling it out".

Next year Susan McGrath will attempt to render the position of NSA Delegate more effective. In order to do this, she hopes to attend the national NSA conference this summer providing Senate allots the necessary funds. Through meeting and discussion with other delegates, Susan expects to establish "how Rosary Hill College stands in regard to NSA and what NSA can do for the college".

THE ASCENT

APRIL 10, 1968

ROSARY HILL COLLEGE, BUFFALO, N. Y.

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McNulty-Warthling Dispute Deadlocked

Trouble has arisen in the Buffalo diocese. Rev. William G. Warthling, a former part-time theology teacher at Rosary Hill, has refused to accept a transfer assigned by Bishop James A. McNulty of Buffalo, and has thereby opened a many-faceted controversy.

Recently Father Warthling received a transfer from Saint Nicholas Church, a predominantly Negro parish, to Our Lady Help of Christians Church in Cheektowaga, a suburban parish. This transfer order, reliable sources maintain, was issued by the bishop in what he assumed was in accord with Father Warthling's wishes.

However, Father had never expressed any desire to the bishop in this regard and, in fact, wanted to remain at Saint Nicholas' at least for the duration of the summer.

In addition, the fact that the transferral order followed St. Nicholas' support of BUILD, a Negro organization initiated by Saul Alinsky for the purpose of obtaining goals through force and pressure and an organization which the Catholic Church in the Buffalo diocese has not sanctioned, has caused much speculation as to the real reason of its issuance.

Since Father Warthling refused to accept the transfer, the matter was taken before the Priest Senate, a body of twenty-one members, part of whom are elected, part appointed. The case was discussed at an open meeting and Father promised to abide by the decision of the Senate. This group, however, upheld the bishop's position, one with which Father did not concur.

A grievance committee re-examined the problem to decide again in favor of the transfer. Another meeting of the Priest Senate, this one closed, brought a like decision with thirteen affirmative votes and eight abstentions.

Father Warthling in the meantime has refused to accept the transfer and is now enjoying hospitality at Saint Brigid's church. He is not allowed to celebrate Mass, however, anywhere but at the Cheektowaga church.

Saint Nicholas parish is predominantly Negro; with 85% of the 450 families Negro, it ranks highest in the diocese. Father Warthling has worked with various groups in the parish, including "US Now," "SEEK," and "BUILD."

The Saint Nicholas parishioners organized a march on the residence of Bishop McNulty the Saturday following the issuance of the transfer. Father has seen this as not merely in response to his personal conflict, but more as a protest of the Church hier-

archy treatment of the specific problems of the ghetto. On the march, he has stated: "Black Catholics would like to have some voice in the diocesan plans for inner city churches. They would like to see a volunteer clergy come into the ghetto, clergy who care about the needs of the ghetto."

At the time of this writing, the situation is deadlocked. Father Warthling, in residence at "neu-

tral" St. Brigid's, has made no move to leave the diocese or accept his transfer. Further, he has emphasized: "As long as I'm helpful, though, I will continue working with the youth groups in the inner city."

As one observer noted, "It is very hard to make a judgment; both Bishop McNulty and Father Warthling have acted in good faith and both have made mistakes."

Elections '68 Class

Elections of class officers were conducted last week at Rosary Hill.

Officers for the class of '71 are: President, Sue Anne Hanrahan; Vice President, Phyllis Stigliano; Secretary, Colleen Metz; Treasurer, Pat Vano; First Senator, Nadine O'Toole and Second Senator, Eileen McKinny.

Officers for the class of '70 include: President, Sharon Mendola; Vice President, Mary Jo Lavilla, after a tie of 80-80 on the first ballot, Secretary, Kathy Suchan; Treasurer, Susan Jacob; First Senator, Jo Anne Miller, Second Senator, Mary Ann Goidos.

Senior officers for the class of '69 are: President, Toni Pelligrini; Vice-President, Janine Trapini; First Senator, Bella Tato; Second Senator, Joanne Reinhart; Secretary, Maria Candino; Treasurer, Jo Ellen Goffaux.

Sue Ann Hanrahan, President of the class of '71 lives in Elmira, New York. This year, Sue worked on various Freshman activities and is Chairman of the Freshman float. As a member of Senate, Sue feels this position is vital in linking the class with Student Government and as President, she would like to see the class united.

Sharon Mendola reigns from Buffalo. As part of her activities, Sharon was Orientation Art Chairman, a Director of Wick Board, Chairman of MUD Dance and design chairman for the Sophomore float. Sharon feels her experience on Wick Board will be further augmented by her position on Senate. As class President for next year, Sharon would like to encourage class members to become more involved in planning events and committee work.

Toni Pelligrino, another Buffalonian, is a History major. As Senior class President, Toni hopes to reunite and rejuvenate her class and initiate programs which will augment the class treasury. Toni hopes that her position on Senate will not only benefit her class, but also the entire student body.

SA

On Friday, March 29 the Secretary of the Student Association were elected. They are Recording Secretary, Kathie Kenney; Corresponding Secretary, Nancy Cassino; and Treasurer, Joan Miles. Though just elected, the girls have plans for the coming year. All of the new officers are optimistic that they will be able to carry out new programs. Their common goal is the establishment of closer ties between the S.A. and the Student Body.

Kathie Kenney feels that as Recording Secretary it is her job to see that the students are informed as soon as possible of the activities of S.A. She plans to do this by posting the minutes of the meeting and also by familiarizing students with each S.A. policy by making printed copies and their explanation available to the students.

As Corresponding Secretary Nancy Cassino will supervise correspondence between the S.A. and the Student Senate; between the Student Body and the Administration; between the Student Body and the Faculty; and between Rosary Hill and other colleges. Nancy intends to see that the S.A. Bulletin and S.A. Handbook are written and posted regularly. One of her main objectives is to help improve the policy making functions of the S.A.

The newly elected Treasurer, Joan Miles, wants to see the Budget Board function more efficiently by having weekly open meetings of the Board, thereby keeping the students aware of the financial status of the S.A. She also plans to distribute a monthly financial report to the students. Joan plans to work on the budget during the summer in order to see that money is allotted fairly to all organizations. She wants to plan a schedule of events and make an outline of the money needed by the various clubs.

Congratulations to the newly elected officers.



Kathy Britton, Judy Domagala, Toni Pellegrino, Bella Tato, and Janine Trapini (missing) have been chosen Queen candidates for MUD '68.

NSA Sponsors Student Conference; Discuss Problem of Catholic School

Since Senate was unable to send delegates to the NSA-sponsored National Conference on Catholic Education due to the funds that would be involved, Resident Council sent two representatives on behalf of the school. It was felt that since the topics that would be discussed included items such as women's curfews, resident leaders would be more directly involved.

Maureen Connaughton, resident president-elect, and Toni Colella, newly-elected Senate advisor, attended the conference in New York. Meetings were held all weekend and representatives from colleges across the nation attended. On Friday, discussion centered on the express problems that existed for the Catholic school.

Miss Connaughton stated, "It was unfortunate, however, the conference degenerated mostly into gripes about one's particular problems. The question was never settled as to whether these problems arose because we are religiously-affiliated campuses or due to our smallness."

The main speaker was Dick Gregory, Negro comedian, who orated for two hours Saturday afternoon. His topic was intended to be the "Catholic School and Society," nevertheless, the talk dealt with the question of civil rights and racism in America.

Political activity played an important role during the convention. Notre Dame students sponsored a talk by historian Arthur Schlesinger who attempted to woo the students away from Mc-

Carthy into the Kennedy camp. His pleas appeared to be unheard and student reaction was best expressed by Teddy O'Toole, an NSA director, who stated that students had "hitched their wagons to the star that was McCarthy" three months before and would not now abandon their candidate.

Throughout the weekend, there were small-group discussions and workshops. One student from a school in South Dakota noted that the effectiveness of these were in doubt "How can I communicate with a student from Georgetown? Our problems are so different, he just can't understand the situation we face."

Student power seemed to be a keynote throughout the convention, but, in the Sunday summation session, one delegate asserted that "the NSA directors were pushing us in a more radical direction than we or our campuses wanted to go." This was evidenced by the fact that a panel on Saturday night was interrupted by Debbie Hawkins, past student government president of Albertus Magnus, (where there was a student boycott last fall of which she was the leader) presenting the steps to follow when attempting student boycotts and revolts.

In response to the question as to the benefit of the weekend, Miss Connaughton asserted that it was "useful to some extent. I had to re-evaluate some of my thinking. We consider Rosary Hill such a small school, yet, we were among the larger colleges there."

Abandon Student Gov't Plan? Structure's Fate Challenged

Conflict has arisen over the new student government structure that was created at the November joint meeting of Senate, Wick Board, and Resident Council. Under the proposal adopted at that meeting, an executive council would be brought into existence. Composed of the chairmen of the three bodies, the council would be headed by an elected student body president.

The vote, which had been close, (twenty for, seventeen against), has been challenged since many have altered their original opinions. The committee, under Wick Board member Carol Valois, which was instituted to draw up the new structure is now in a condition of doubt.

The current controversy arose when the committee requested that Senate present its proposals for inclusion in the new constitution. Some Senate members felt that since Kathy Britton and Pat Stimets, new S.A. officers were opposed to the innovations, as

was Maureen Connaughton the new Resident Association president, the proposal was doomed to failure.

Carol Sinnott, outgoing S.A. president, was overruled by her body who desired another joint meeting to decide the fate of the new structure. Resident council refused, however, to attend such a meeting in a unanimous decision. The reason they cited was that the motion had been passed at the earlier meeting and it was unjust to both the student body and the committee to ignore the issue now simply because election results meant that the chairmen of the bodies for the coming year were all opposed.

Miss Sinnott and Mary Ryan, outgoing Resident president refused to comment of the issue. Miss Valois stated that since she is a member of Wick Board and not directly involved in the controversy she would prefer not to express her views on the matter.

Abortion Revision Bill Fails; Issue Remains Alive

By MARYANNE CASEY, '69

The abortion revision bill has not made it through this session of the NYS legislature. It is not, however, a dead issue. In light of this, a panel discussion was held Thursday, April 4, in Wick Main Lounge. The principal speakers were John Flynn, M.D., Dr. Trevor Watt, and Reverend Bela Krigler.

Father Krigler started the discussion with an analysis of the abortion problem in three aspects. First, it is an inner Catholic problem in that the Church does not allow even those therapeutic abortions permitted by the law. In this regard, it is necessary to re-think and redefine the beginning of human life theologically.

The legislative problems, as Father saw it, hinges on what sort of abortion should be allowed in that the reasons generally cited account for a mere 14% of those desired. Furthermore, the loose wording of the model penal code on abortion is such that with liberal interpretation it could in the future be used to justify abortion on demand.

It is the sociological aspect, however, which is basic to the controversy, Father maintained. Presently, the medical pressure is not as strong as the social pressure: a point which demands investigation. Father cited Professor Montague as illustrative of the thought behind the drive to legalize abortion; for the preservation of the status quo in society, Montague maintains that no child is to be born who would constitute a menace to the quality of the society in which he is born. With such type of social engineering in mind, obviously abortion would be a step in the right direction. Father noted another sociological analysis accounts for the willingness to abort an embryo: an investment mentality which sees nothing lost in the process.

Dr. Flynn continued the discussion by citing the frequency with which abortions are obtained under the present legislation: he estimated that in comparison to the 3000 live births per year per institution in Buffalo there are 300 therapeutic terminations of pregnancy, a substantial 10%. He also stated that a frequent argument for legalizing abortion, to decrease the high number of deaths, resulting from criminal abortion, is largely invalid: maternal mortality figures from ten years in Minnesota show out that of over one million births during the period only two deaths per year resulted from abortion.

Dr. Flynn also spoke of the difficulty in ascertaining whether or not an abortion is justified. He quoted Alan Guttmacher of Planned Parenthood as saying that the medical, organic reasons for terminating a pregnancy are rare. The frequent reference to suicide on the part of the mother the physician then must weigh and decide, a task Dr. Flynn did not seem overly pleased in assuming.

What Dr. Flynn proposed as the most feasible solution to the problem is to implement Robert F. Drinan's, dean of the Boston College Law School, suggestion. Father Drinan has suggested that there be no abortion legislation. The doctor expressed the view that there is no law comprehensive enough to handle all the particular cases and contingencies and at the same time restrictive enough to rescue the physician from social pressure in the individual cases. He further noted that legislation would serve only to dignify the circumstances and the deed and to invest it with an aura of respectability.

Dr. Watt then proceeded to outline his view, one in favor of the present legalization attempts. Adamant that the right of the physician and the hospital not to be legally required to perform abortions must be preserved, he maintained that the right to abort ought to be an open possibility or available to those who desire one and find it compatible with their moral principles. He further noted that the crux of the problem seemed to be the point at which insoulment begins and cited divergence of opinion among Catholic theologians on this point.

In response to this latter point, Dr. Flynn pointed out that this was corrigible knowledge, ever open to further discoveries and more accurate knowledge. It is next to impossible to ascertain when human life begins and thus to legislate in accordance with ever-changing data.

Both Father Krigler and Dr. Flynn took objection to Dr. Watt's stand on liberalizing abortion. They generally agreed that individual cases should be worked out on their own merit, but felt it unwise to legislate about the dubious aspects of society. Father Krigler accused Dr. Watt of being faithful to his Protestant orientation and attempting to legislate on morals. This translation and sanctioning of "what is" into law, he saw as "a glorification, a fixation in society of the anti-nurturing tendency by legislation." That these mothers will abort, he maintained, is no reason to condone it legally and thus establish as a legal principle that innocent life can be sacrificed for the common good.

This last point, the inviolability and sacredness of human life, found agreement with the members of the panel and the audience.

Senior Co-Sem Program Discussed by Juniors, Dean

By MARY JO RYAN '71

In the forthcoming school year, there will be many changes and advances in the senior co-ordinating seminar. Sister Marita, Rosary Hill's Academic Dean, feels that this seminar, along with the Junior Reading List Course, is one of the "most important courses" in the school's curriculum. The student, in her first two years, is presented a varied range of subjects. In her remaining two years, she concentrates mainly on her particular field. Therefore, the purpose of co-seminar is to provide a chance for the student "to come out as a human being." This purpose is achieved in co-seminar by discussing a wide variety of topics.

When this course began, Sister M. Georgia, then the Academic Dean, brought all the concentrations together into one group in order to discuss. General opinion was that this system proved very effective. However, as Rosary Hill grew and the need for a place to meet became a problem, the seminar was given back to each separate chairman and developed into just another course. It was felt that this system was defeating the whole purpose, for each concentration was discussing the topic in their own field and not in relation to the others.

In answer to this problem, an experiment was initiated two years ago. Co-seminar was divided into two groups. The English, French, History, and Music concentrations were combined into one. There were four main themes this year around which the discussions evolved—human dignity, love, war, and, at present, education. The rest of the concentrations make up the other group. During first semester, the main theme was urban problems. As second semester progresses, small groups are at work preparing different projects for the whole.

It is the wish of the administration to improve co-seminar as much as possible. Next year all the groups will be put together again. The scheduled time is Thursdays from 2:30 to 4:30. The first hour will be a presentation given either by means of a panel, a movie, guest lecturer, faculty member, etc. In the second hour, the students will talk about the particular program of the day.

In order to insure the success of the new system, and also in preparation for it, Sister Marita has been attending all of the Reading List classes. Co-seminar

will be conducted on a one-theme basis, and Sister has asked the juniors to vote on three theme suggestions. They are: "Man and His Universe," "Christ and His Milieu," and "Dialogue On Women."

When speaking with Sister Marita, she also pointed out the basic concern of what topics will be worthwhile and interesting to each and every student. Therefore, in the near future, a co-ordinator will be assigned to arrange a program for the course. As for plans in the making, the research librarian will be asked to make a bibliography of "suggested readings." It is planned that these be available before summer vacation. A rotation of faculty advisor is also suggested so that the student can be associated with more than just one teacher throughout the school year.

Western New York Inter-Library Loan System Initiated

The Western New York Library Resource Council, of which Rosary Hill is a member, has established a regional inter-library loan system effective among the members of this council. The purpose of this loan system is to enable students and faculty to attain hard-to-get materials from other libraries within the region in two or three days. Materials requested by a member institution will be picked up or returned through the United Parcel Service on a daily service basis. Request for such materials may be made through the reference librarian here but the following requirements must be met:

1. The borrower must know for certain that the material requested is available at a particular library.
2. The borrower must comply with the date due policy of the lending library.
3. All transactions must be made through our library.

This service is on an experimental basis and materials borrowed must be those not found in our library or those easily attainable in paperback form.

Member Institutions:

(Cont'd on Pg. 4)

Editorials:

Aftermath

Visits to ghetto churches, riots, marches; all follow closely in the wake of Dr. Martin Luther King's recent death. Yet, are these outward manifestations of pain merely further manifestations of the hypocrisy that prevails throughout this nation? Nothing has been altered except the violent have been given another excuse for rampages, the virtuous another chance to show "their hearts lie in the right places".

Dr. King knew how his life would end and one must admire a man who realized his fate and accepted it without flinching. One admires less, however, those who seize the moment to make spectacular gestures. As one Negro student commented, "Better to change your own backyards" than to intrude in the sorrow of those to whom King belonged.

And herein lies an important fact we overlook. For Dr. King, as much as he was admired by many in the White community, belonged solely to the Negro cause for which he ultimately gave his life. We have no right to try to share, to feel, to understand the rightful sorrow that is felt among the Negroes of our nation.

If one examines **honestly** one's own feelings, we are sure one finds they arise mostly from elements of fear and disillusionment in the America we love, rather than from the deep-seated love for Dr. King that we are espousing. This is not to indicate that Dr. King was not a great man; he was, but we cannot realize it.

Strength in Unity

"Student Rights" is the current cry that is sweeping campuses across the nation, yet seems to be by-passing our nicely-sheltered existence here at Rosary Hill. It's such a nice feeling, isn't it, to know our courses will be planned for us, the proper faculty selected, our graduation requirements set?

Yet, don't you sometimes, or maybe even only once a year get a small desire to state where a course needs improvement? One can only praise an administration that is willing to work on student participation in policy-making decisions. Why, then, you may ask, isn't any headway being made? Simply because you, average student, average girl, averagely uninvolved, can not make the small sacrifice of uniting.

Miss Lord tells us in the "Letter to the Editor" that 29% of the faculty and 4% of the student body attended the open forum on this subject. Can anyone blame the "higher-ups" for ignoring us when such apathy prevails. We could have made strides that night if **you** had been willing to come and give your support.

The purpose of this editorial isn't to chastise or sermonize. We want simply for you to know that we can get what we want. Factions debate on whether we need a vote or not, whether we should advise only. The result is that we splinter our unity and make progress unattainable.

If we can not reach agreement, let's surely start on the lowest level. No one, we feel, will disagree that we want a voice, not one that can be ignored but one that will have the authority and the backing of the students so that it must be heeded.

We do not ask that you become involved, for that would be unthinkable. We ask only that you become a little aware and give your backing to those who ask for it. Unless we can present a proposal that a majority desires, our efforts are doomed to failure.

We feel teacher evaluations are an important first step. As one student commented at the forum, common sense will tell you that the student, the one who must listen to a particular professor is perhaps the best-equipped to judge the competency of his teaching. If, for instance, a compilation of the evaluation sheets revealed that a large majority felt a particular teacher was indeed poor, should this not be of benefit to those who pass on renewal of contracts?

Need Positive Stand

Dear Editor,

After attending the Open Forum on Student Participation in decision-making, I have come to two conclusions:

First, the majority of students at Rosary Hill are not concerned about student participation in decision-making. This was clearly indicated by the embarrassingly few students, a mere fifty, who attended the open forum. On the other hand, the number of faculty member attending the forum was about thirty. For those interested in statistics, that means that 4% of the students and 29% of the faculty were at the forum. Wednesday night the faculty proved that they are interested in and willing to listen to what we the students would like to take in decision-making, which leads to my second conclusion.

The students don't really know what role they want in decision-making. We spent two hours telling the faculty that we want rights. When the faculty asked for specifics, like what committees would we like to be on and how many students should be on these committees, we couldn't answer them.

I am not a conservative, but I do believe that before students can ever hope to have any part in decision-making on this campus, more have to show interest, and we have to formulate a statement defining the role that we wish to play. It's time we stop complaining and start proposing positive programs.

Sincerely,
Shirley Lord '68

ROTC Down the Street

Dear Editor:

The opinions and conclusions contained in this letter are those of the author and have no official standing whatever, either with ROTC Headquarters, Canisius College, or with the Department of the Army. However, I feel justified in speaking on the topic in that I am a member of the Advanced Course of the Canisius College R.O.T.C. and First Sergeant of the cadet company and hold two awards from the Department of Military Science and have been two years a member of the Association of the U.S. Army.

Last week, a student referendum was held at the College. Among the questions was one about the status of ROTC on campus. The March 13th issue of the *Ascent* was in error about this aspect of ROTC on campus to this extent: there are some schools (Canisius is one) where ROTC is not only not compulsory for the first two years, but even has to fight to stay on campus at all. Last year at Canisius, in another referendum, the question was raised whether ROTC should be compulsory for the first two years. The vote, as I recall, was 4 to 1 that the first two years, or Basic Course, should not be required of all physically qualified male students. As a result of this referendum, the college administration decided that only freshmen would be required to take a course in military science. The change went into effect this year and resulted in a sizeable drop in the number of sophomores taking the second year of the Basic Course.

This year, however, the question was somewhat different. This year, students voted on whether there should be a Department of Military Science on campus any longer. The vote this time was 712 to 352, or 2 to 1, in favor of a voluntary (except for the first year) ROTC program at Canisius College. My point of view on all this is admittedly biased, but I

think my reasons for satisfaction over the outcome are fair.

Firstly, I think ROTC has as much right to exist at Canisius College as any other department of study, until such time as the administration of the College and that body alone determines that ROTC does not meet the prescribed academic standards.

In the second place, ROTC students are not and never were "draft dodgers," who parlay successive draft deferments into eventual escape from the draft. The government is sure of getting these students sooner or later.

There are other reasons for my support of ROTC: the teamwork training it provides and its development of self-confidence in the person. I hope to expand upon these and other reasons in the future.

Sincerely,
George F. Manhardt

Encore

Dear Editor,

May I beg to differ with Mr. Langley (letter to editor, March 29)? The main point of my letter of February 25 (printed in the March 13 issue of the *Ascent*) was to express my opinion that the great majority of students in this country are apolitical and conservative. I wrote my letter as a response to an event. I had attended Crane Haussamen's lecture on "The Changing Role of Students in the World" and I had observed a mere half dozen students in attendance.

In the course of his talk Haussamen pointed out that American students are conservative and apolitical. For the most part, American students are content with the status quo and they tend to simply accept the values of the society they find themselves in. About 98% of American college students are not interested in exerting political pressure in order to bring about changes in areas of basic issues.

I do not see why I was accused of subjectivity. A letter to the editor is the stating of an opinion publicly, and I stated how I saw the situation.

I cited the instance of my cousin Steve as an example of what I thought was student non-interest in politics. When I wrote that letter it was February, and I had seen little political concern on campus. To an extent I was wrong because there are some students who are interested. I am glad that I was wrong. (By the way, Steve is not an anti-Viet Nam speaker; he is a speaker for peace.)

Still, I will contend that the majority of students on American campuses, Rosary Hill College included, are conservatives and apolitical. I hope that I am wrong, but I think I am correct in this opinion. Many students will admit they are concerned about a number of issues, but few are concerned enough to seek information that leads to effective action. I do not know what would be proved, but I would like to see the statistics concerning how many students spend Easter vacation in Fort Lauderdale, the Bahamas or Nassau, and how many spend ten days in Indiana or in investigating the situation in the inner city.

That things change and are changing is a hope I have. But it seems that the vast majority of American citizens have believed and worshipped their helplessness to do something about the rights of man, nuclear disarmament, world peace, etc. Americans have been willing to delegate their worries about the world to officialdom. We have assumed that only those in authority are in a position to know how to act.

I realize that I am making

general statements about Americans. But Americans are people and people have not changed much in the approximately 6000 years of recorded history. Let this be said for us as well as for the heads of state, the citizens of states, and the soldiers who fought in the armies of the states — whatever action man has taken concerning peace has not been very effective. When will we ever learn?

History records that since 3600 BC there have been only 292 years of peace. Between 1490 to 1940 present millennium there have been 278 major wars. Since 650 BC the nations of the world have engaged in 1,656 arms races which have resulted in 1,640 wars. When will we ever learn? In the sixteen occasions which did not result in war, the armaments races resulted in economic collapse. Of the 764 attempts to achieve peace by coalition or balance of power, none has succeeded in fulfilling their original purpose. Forty-four coalitions were strong enough to impose their will upon weaker states for a period greater than thirty years. (Norman Cousins, IN PLACE OF FOLLY; Raymond Aron, PEACE AND WAR.)

Part of the March 29th letter to the editor read, "To infer that wars, even to intelligent women not personally involved, mean only the absence of tinsel, husbands, and future husbands, reflects a second-hand bookish experience with wars and an almost total unfamiliarity with the men who fight them."

It is true. I am 28 years old and I have never been given a rifle, shipped to a place where other "enemy" men have rifles, and then left there to kill or be killed. True also that my experience of war is "bookish." I have read many reports like the following:

Like competitors on a rifle range, the two Marines discussed their target . . . The man with the rifle checked through his telescopic sight and nodded in agreement. Then both tested the wind. The rifleman adjusted his sight. Slowly he stretched out into a prone firing position . . . Then he began the gentle steady trigger pull of the expert marksman.

. . . The moment he recovered from the jolt of his rifle's recoil, the Marine squinted once more through his sighting scope. Across the valley, he saw a black-uniformed Viet Cong crumple. Just to make sure, the Marine pumped another round into the V.C. and watched the body twitch. The spotter put down his binoculars, took out a notebook, and recorded the details of the kill.

In the past year, that lethal game of "Charlie zapping" has been played by snipers of the U.S. Army and Marine Corps with steadily increasing efficiency. Sudden death from an unheard and unseen source has become a daily danger for the V.C. . . .

Today there are about 500 American snipers in the field . . . The snipers are almost all youngsters — teen-agers, or in their early twenties — who grew up with a squirrel rifle in their hands. Most of them are not many months away from a time when they had to buy their own ammunition. It is part of their philosophy to be miserly with bullets.

If casualties can ever be considered a bargain, the snipers provide the biggest bargain of the war: the cartridges they use cost only 13c. Appropriately enough, they thus call themselves "the 13c killers." In the past eight months the 90-odd snipers of the 1st Marine Division have recorded over 450 confirmed kills, against four dead of their own — an astonishing kill ratio of better than 100 to 1.

(TIME, Oct. 27, 1967)

(Cont'd on Pg. 5)

THE ASCENT

VOLUME 19, NO. 11

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Everyone is making flowers for MUD!!

Gnashing of Tooth:

Do Your T-H-A-N-G, Grendel

By PAT DONOVAN

a well modulated, though completely disconnected reverie in three parts dedicated to Mr. Peter Siedlecki (who may be recalled from Sophomore English as the Tragic Vision).

Part the First

After reading "Dos of Fashion '68" in the last issue, you have no doubt been stalking the corridors in search of a lusty thigh or two. Well, search no more. The entire Junior class will be on exhibit from two until four next Monday afternoon. As an added attraction, Sue Shine will (for a second or two) expose her lusty left forearm.

Have you tried ruffles yet? I look like an Edwardian Peter Lorre, which is a refreshing change. Usually I look like an Edwardian Irv Weinstein. This, of course, is not the point at all. Next week, we hope to coerce Mrs. Munoz into writing a follow up concerning big fat thighs and skinny things (my legs, your neck, etc.).

You may have noticed that *The Ascent* has finally reviewed "One Potato, Two Potato". Next week, this paper will review "Goldfinger" and Barb Gunn's home movies. It's all being done in an attempt to keep you in touch with the avant garde. It seems that while *TIME* was boosting Buffalo's ego with a review of the Festival of the Arts, the decorate Wick committee was attempting to borrow Seymore Knox's Ingres reprints.

O'Grady and Yore love publicity. O'Grady and Yore are art students. O'Grady and Yore have raggy clothes, read Graham Carey and love it, comb their own hair and put ice cream in their coffee. Someday they will be in the baseball Hall of Fame. But not if Yore is pouring.

Drat the Two

Have you taken your clomps yet, dearie? How about that thesis? Emergency concentration meetings? Chairmen foaming at the mouth? Lists of doomed? Seniors groping wildly for cover under verbal assault not to mention battery? (and do you recall, with a wistful sigh, the sunshine of your freshman year when you thought that "Thesis" was the head of the Psych. department?)

Black humor. And Mickey Cipriano quietly fondling her beloved accounting book and Dani walking around with an Excedrin bottle full of radioactive boullion cubes. And Ravi Shankar and Yehudi Medouin's wife, Diana, demanding more hot fudge and being hit with Kalrauch's law by the independently migrating snack bar lady?

Thesis time. With Bettyrose Schwier, the walking Bartlett. With Gunn and Carey's den of in-

iquity and vice. With Sharon Hemmer parked in a pup tent outside of the central mailing depot, her teeth wrapped around the mailman's pasty shin.

And Kathy Maddigan polishing her luggage for June Week at West Point and me with tickets to Boston yet? Hello, Mr. Kohler. Believe me, I wouldn't dream of foistering my oil painting technique upon an unsuspecting child. Evidence of my sincerity: Glenn Langdon lives.

Jordan III (and your out)

Try "We bombed in New Haven" by Joseph Heller. This is just to frustrate you. The play appears to be unavailable everywhere. So ha. If you think of yourself as a neo-Hegelian demigod, then you might try one of Mr. Wherle's classes. They're just

as interesting. (Anyway, Kant had better teeth than Hegel).

If you're interested in political phenomenology, the Democratic club is sponsoring a dynasty-in. We are all going to sit around in a frustrated circle and marvel at Bobby's expediency.

Things appear to be pretty messy on all fronts at the moment, don't they? And obviously, we can't blame it all on Lyndon Johnson. The fault must also lie with James McNulty (our conservative Bishop). But neither justice nor charity are guaranteed by the office of handmaiden to Saul Alinsky. It would appear that this is unimportant, however. So let's all grab a principle and condemn. Yes, Mr. Kohler, it seems somehow a pity, but Glenn Langdon does live—and reproduces and populates the earth.

Eve. Religion Courses Offered

The adult education program, "Religion in the World," is moving into the fourth week of its spring session under the direction of Father Robert Smyth at Rosary Hill. The program runs from March 4 to May 22 with classes held Monday and Wednesday evenings.

Since the program aims to keep the Christian adult abreast of the modern world, it includes 11 course covering the areas of religion, social problems and the arts. Among those who are teaching the courses are a few of Rosary Hill's faculty members: Father Smyth, Dr. Trevor Watt, Dr. Edward Cuddy, and Mrs. William Bruskil.

The adult education program came to Rosary Hill last semester after it had been directed by Father John Weimer at Bishop Turner High School last year. Now Newman director at the State University College at Buffalo, Father Weimer is teaching "Person in Community" in the program at Rosary Hill.

Compared to the total enrollment of 125 in the fall session, the spring program numbers 137 with 36 religious and 101 lay adults.

The largest class (25 students) is "The New Morality" taught by Rev. Robert Wild who is examining the interior morality as a challenge of men in the modern church.

Other course include: "The Care and Feeding of Christians," "The Question of the Black Church," "World Religions," "Person in Community," "The Four Prophets," "Christian Meets Novel," "Christ Is the Center," "World Classics as Musical Plays," "The Humanities," "Co/Seminar: The Christian Milieu."

The student tuition for these non-credit courses is \$5 per course.

According to Sister Marita, because of the interest in the present adult education program, there is a possibility that evening course carrying college credit can be offered in the near future at Rosary Hill.

The ASCENT

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By JOAN MANCUSO, '69

Experimental College is the newest approach to education on college campuses today. This innovation is unique since the sole demand is a sincere desire to learn with course selection and planning carried on by the students themselves. Students meet with a faculty member in an informal seminar. The program does not have the usual institutional requirements of grades, examinations, credits, fees, or required readings.

Within the last 3½ years, Experimental College has sprung up at such colleges as Dartmouth College, Fordham University, Harvard, Berkeley College, San Francisco State College, and

the State University of New York at Buffalo.

Experimental College at SUNY-AB is an outgrowth of Free University. Last summer students working through the Student Senate organized the program and found teachers who were interested in the program. Meeting weekly or bi-weekly from January to June, the courses that are offered reflect the genuine interest and desires of the students. For example, the wide-range of course offerings include "National Parties and the National Election 1968," "Pop Music," "Human Sexual Response," and "Northern Indian Classical Music." Any student, faculty, or administrator, who has an idea for a course, was asked to submit a syllabus showing the plan and schedule of the proposed seminar. Approximately 600 students, staff, faculty, and community members are now involved in this experimentation.

Most recently an expansion of Experimental College called "Bulletin Board" has been inaugurated on the University campus. Students who want to learn about a specific topic or faculty who want to teach a particular subject sign up indicating the topic on a Bulletin Board list in Norton Union. After examining the list, the students will set up the courses on topics in which students show the most interest. By this method, the people can initiate their own courses. The "Bulletin Board" program differs from the Experimental College in that students have an option either to apply the courses for college credit or to take them for non-credit.

While Experimental College is being innovated on both the large university and small college campuses throughout the country, students at Rosary Hill are manifesting the initial interest and desire for such a program. At the present, enthusiastic students meet one night a week with Father Bela Krigler of the theology department in an informal "Theology Seminar" in which they discuss almost anything from theology to social sciences to creativity. Like Experimental College, the seminar carries no grades, fees, or exams. Students just need the genuine desire for knowledge.

The "Political Awareness Club," although somewhat different from the "Theology Seminar," still evinces the desire of students to assemble informally only for the purpose of attaining knowledge. Meeting with Mr. James Pack of the philosophy department, the students often engage guest speakers. In the past, they have heard Dr. Alexander Delfini, a professor of philosophy at SUNYAB, speak on the Viet Nam war. Again Rosary Hill students show the desire to learn that is so characteristic of Experimental College.

Therefore, students on Rosary Hill's campus are typical of those throughout the country. They have the same genuine desire to learn — the primary basis of Experimental College; they even have exhibited this desire in two quasi-discussion groups. However, a broader program like Experi-

mental College would encompass more desire to learn.

On the other campuses, response to Experimental College has been very successful; participants have found the benefits very rewarding. Such an innovation both enlightens participants and helps to fulfill their genuine interests.

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(Cont'd from Pg. 2)

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Faculty Member Voices Opinion on Open Forum

By SR. MARY FRANCES PARISI

I have been asked to write a "faculty member's view" of the April 3 Open Forum on Student Participation in Decision Making. In a way, I'm delighted to do this because I feel the issue is important enough that it not be allowed to die the slow and perhaps inevitable death of so many other basically good ideas conceived in chaos and raised in an atmosphere that can only be called ambiguous and without sufficient direction. For my strongest "view" of the Forum is that it was a showcase for vague generalities, gross or slight inaccuracies, and inarticulate emotionalism. I have more favorable secondary views which I hope to make clear farther on.

A favorite phrase of mine—glibly, semi-consciously stated in groups ranging from doughnuts-and-coffee-PTA-Christmas-Parties to conventions of all sorts—is that "education gradually and effectively prepares the student for intelligent self-determination."

It occurs to me that if I'm to continue saying this with a straight face, I just have to be happy about the fact that Rosary Hill students organized a forum to discuss their place in decision making; the recipients of education Rosary Hill style are finally rousing themselves to an active concern about what determines them; they are making a tentative stab at the "intelligent self-determination" I find it so easy to talk about.

I am basically in sympathy with what the students are in theory trying to accomplish. I cannot imagine any intelligent faculty member or administrator opposing the idea that students have a right to make their views known, that they have a right to organize in such a way that we are guaranteed a fairly complete and orderly method of gathering student opinion. It's generally true that one acts more wisely with knowledge of the facts of a situation than one is likely to act without this knowledge: theoretically then, decisions of faculty and administration ought to be better once we have an effective way of possessing the student view of curriculum before making decisions about it.

But it is an error—one that we seem to be falling grandly into—to discuss this problem as if it were basically a theoretical one. The difficulties are practical, and the April 3 Forum clarified a great many of them for me: 1) the students and some faculty members are at least somewhat ignorant of the Rosary Hill decision making machinery presently in use, and are therefore hardly capable of stepping in and brilliantly transforming it; 2) there is no unanimity among students as to what they are after; there may even be a critically large group of students who have not yet worked themselves up to wanting anything in the way of voice in curriculum planning;

3) some of the persons most actively involved in the examination of the issue seem to have assumed, with no justification, that the students are faced with a long-standing, tightly organized faculty and/or administration campaign to refuse them their inalienable rights.

This last gets near the crux of the matter, and merits elaboration. One student, in a prepared statement at the opening of the Forum, suggested that "Students spend most of their time trying to convince the faculty that they are human beings."

Later we heard that "Faculty and administration have shown themselves determined to deny the dignity and stature of students."

This point of view, which I find not only irresponsible but pointless as well, has three basic effects, all of which ultimately militate against rather than help the student cause: first, the real issues are obscured, and persons who would easily work together as partners find themselves emotionally rushing instead into opposing corners; second, this point of view calls into question the very thing that students are trying to substantiate—the fact that they are mature enough to contribute positively to the process of decision making on this campus.

Lastly, one might get the idea that the quest for "student participation in decision making" has a rather lengthy, chivalric-white horse-type history. The fact of the matter is that this quest, at least as a wholesale, organized movement, is new.

An argument from analogy might be helpful. Not even the most foolishly carefree set of new parents buys their three year old son a bicycle or foists the facts of life upon a toddler. When a child at age seven begins screaming that everybody on the block's got a bicycle and he hasn't, his parents figure it is time to give him one.

We are ready for things when we ourselves discover our need for them. I don't see the question as whether students should have a say in decisions; the question is the very practical one of how large a say are they ready for now.

So far I've been (as next issue's letters to the editor are sure to indicate) a trifle vague and general. Let me conclude then with the suggestion of a few actions that could be initiated right now or in the near future:

—the burden of proof lies with students; it is up to them to do the research necessary, get themselves organized in such a way that they can clearly and articulately present their proposals;

—faculty and administration are for the most part happy that students care enough to want a say and would be eager to be of as-

(Cont'd on Pg. 8)

'Student Participation in Decision Making' Forum Proves Need for Unified, Concrete Proposal

By DENISE LANDRY '69

An open forum, sponsored by the Student Curriculum Research Committee and the Student Senate, was held Wednesday, April 3, at 7:30 p.m. in the Snack Bar. The "Student Participation in Decision Making" on this campus was the topic of discussion, in relationship particularly to academic areas such as curriculum.

Discussion was led by a board consisting of one administrator, three faculty members, and four students. Sue Mauri moderated the panel which was composed of Sr. Marita, Vice President and Academic Dean, Mr. John T. Masterson, Chairman of the English Department, Sr. Justa, Chairman of the Chemistry Concentration, and Mr. John Segmen, Chairman of the Psychology Department. Student panelists included Shirley Lord '68, Academic Co-ordinator, Janine Trapini '69, Barbara Bogden '70, and Jonathan Wilson '71.

Barbara Bogden, a History and Government major, presented a picture of the history of education in the U.S. with an emphasis on the role of the student. She stated that this role has been neglected for the past 300 years. Barbara put forth the ideas of idealistic educators based on the democratic principle which gives students as well as faculty and administration a say in policy making. She stressed the concept of students as agents of change who are still fighting the stigma that students should not have a voice in decision making.

Mr. Segmen pointed out that American education is essentially dominated by Administration with faculty operating as employees and students as lesser status employees. He further stated that R.H.C. does not resemble this type of structure due to the freedom allowed by the Administration. The idea of levels of decision making in which students would participate in decision making on a certain level was also expressed. Mr. Segmen sees this as not necessarily a bad or undemocratic way but merely the concept of different decisions at different levels. For example, the Board of Trustees operates on a high plane making decisions in areas of prime importance to the entire college community.

Sr. Marita sees the college as a tri-partite community composed of students, faculty, and administration with each part equally important to the college. She proposed that each part should have a voice in the decision making but not an equal voice. Sr. Marita also stressed the levels of decision making. She concluded in saying, "I do not however see extending the role of the student to involve them in decision making."

Mr. Masterson opened his remarks with a quote from the Chancellor of the University of Toronto by stating, "The only right of the student is to learn." Mr. Masterson does not see the process of education as a democratic one in which each part of the college community has an equal voice in decision making. He pointed out a danger in students dabbling in curriculum and curriculum changes. Although Mr. Masterson does not see the role of the student as one of decision making he endorsed the idea that students should present their ideas concerning curriculum change to their Concentration Chairman. However, he considers it a mistake to allow the student a role in decision making that affects the entire school.

Janine Trapini, an Art concentrator, based her points on the views presented in N.S.A.'s publication of Current Student

Rights. This publication sees the role of the student as an integral participant in decision making on the campus. It also stresses the importance of exchange of ideas between administration, faculty, and students. This publication stated that the faculty and administration fail to respect the rights of the students in policy making and failed to respect the dignity of the student. However, it was pointed out that this forum was evidence of the concern and respect with which R.H.C. faculty regard the students.

Jonathan Wilson, a Theater Arts Concentrator, told of the Curriculum Committee's work in obtaining student opinion on curriculum and curriculum changes. Besides stressing the need for a closer relationship between students, faculty and administration, Jon proposed a theory: that an academically successful student act as an advisor in the setting up of curriculum.

Shirley Lord, a Sociology concentrator, discussed the role of Senate as one which deals with procedural policy but is unable (due to lack of power) to be involved in decision making. She emphasized the desire of students to have a role in decision making. She views the Academic Committee as a service to faculty and students in evaluating curriculum and she proposes that students be involved in decision making concerning R.H.C. curriculum.

The Curriculum Committee has selected one student from each concentration to work on this committee which was headed by Sue Mauri. Several times during the course of the year this committee was told that they had no right to participate in decision making, no experience, and no way to express themselves properly.

Sr. Justa emphasized the power that is held by the Senate. Miss Lord pointed out that this power involved decisions concerning only the expenditure of S.A. funds. Otherwise it functions strictly as a means of endorsement.

Kathy Sams expressed views which reassured Miss Lord's points that students desire a greater role in decision making beyond the present ones held by Senate.

JoJo Segio felt that in certain academic areas the student is more qualified to comment than the faculty. She cited as an example the courses fulfilling the requirements and needs of each individual. In her comment JoJo stated that the French students who are minoring in education feel the need for more linguistic and phonetic courses to prepare them for their profession.

Sr. Justa also expressed the role of students in the firing of faculty. Although students do not hire faculty, they play a large role in the dismissing of faculty. Further investigation shows that teacher evaluation forms can be obtained by students in Sr. Marita's office. Course evaluation sheets are also available to students in the same office.

When someone brought up the point that students felt the curriculum inadequate with regards to the number of course offerings, Mr. Pack pointed out the advantages available to students with the intercollegiate course cooperation. In this plan a student from R.H.C. is able to attend another college (e.g. Canisius) to take a course not offered at R.H.C. Last year several Philosophy courses available at Canisius were posted at R.H.C. but no one registered for them. Mr. Pack proposed use of this program of intercollegiate coop-

eration as one possible solution to curriculum difficulties. As a possible requirement in the hiring of new faculty Mr. Pack proposed that the recruit be required to deliver a lecture in order that the Administration ascertain the quality of teaching ability.

It was also proposed that the Student Curriculum Committee meet with the Faculty Research Committee to discuss possible changes in curriculum. Barbara Bogden and Shirley supported a committee that would be composed of 14 students and 14 faculty members (Department Chairmen) who would have an equal vote in decision making.

Sr. Marita further pointed out the areas in which students are working with faculty and administration in policy making—Wick Board, and SAF (Student Administration Faculty Committee).

Mr. Segmen stated that R.H.C. has been extremely sensitive to student opinion. With this idea in mind Paula Barton pointed out that if the student voice was heard it would not go unheeded; therefore we need a voice but do not necessarily need a vote.

The general consensus at the end of this two hour forum was that communications between the three parts of the college was greatly aided and implemented by the meeting but strides must be taken to continue this communication in an organizational set-up.

Letters . . .

(Cont'd from Pg. 3)

Immediately following the TIME article on the 13c killers was an article on the hungry children of India. The report pointed out that 35% to 40% of the 20 million babies born in India each year eventually suffer brain damage because of protein starvation. In the decade between 1955 and 1965 our world has spent the equivalent of 400 billion dollars on armaments and 10 billion on economic and technological aid. It is a question of values.

Where does the money spent on armaments come from? Who makes the decisions to spend the money on armaments? Who allocates the money? Who puts on the uniform and carries the rifle? Neither the citizen nor the citizen-political leader is satisfied with the situation. Perhaps, if ever enough people become really dissatisfied with the war system, the war system would be changed.

Thank you, Editor, for letting me voice my opinion.

Sincerely,
ROBERT OBACH

Eulogy of King

Dear Editor:

When we were children we loved America because it was the land of the free and the home of the brave, open to men of any creed, color, or national origin. Later, we learned that not all were brave and some colors and creeds made men unequal and robbed them of their rights to life, liberty, and the pursuit of happiness. In spite of this, Dr. Martin Luther King believed in America. He credited its white citizens with Americanism they rarely demonstrated. And he acted upon his faith in America. Verbal and physical abuse, humiliating arrests, and death did not shake his Christian peace or purpose. This peace and dignity made him the leader of those who shared his American dream and brought the Nobel Prize to his country. America did not come; some abandoned

(Cont'd on P. 8)



RHC Organizes Drive: 'Stamp Out Egg-Whiters!'

By SR. NANCY FERRARI '69

Easter is coming, and I must share with the R.H.C. community a very great concern. I have been informed of a secret, dangerous and heretical group being organized in Western New York. Calling themselves the Egg-whiters, their by-laws reads as follows:

We the Egg-Whiters of Western New York, do hereby proclaim that the custom of coloring Easter eggs is immoral, and therefore to be condemned.

The state of world affairs is such that man has only one hope for survival, that being: retreat into the haven of the bland. Coloring Easter eggs is a deliberate distortion of this basic truth.

We therefore solemnly promise never again to color our hard-boiled eggs. We furthermore promise, by our consistently gloomy outlook, to spread a devotion to the bland.

Lovers of colored Easter eggs UNITE! Will we let the bland lead us into blandness?

The world is in a mess, and I am concerned. I am concerned about Vietnam and de-escalation and peace conferences.

I am concerned about November 5, 1968, when I walk into the election box.

I am deeply concerned about our Buffalo ghettos and education and human understanding.

I am concerned about Father Warthling and Bishop McNulty and authority and conscience.

I am concerned about the I.H.M.'s and Cardinal McIntyre and the future of religious life.

I am concerned about my twenty-two year old cousin who was found dead in a New York City apartment from an over-dose of drugs.

I am concerned about our youth, that they find answers in their search.

But my concern does not lead me into the gloom of bland indifference or a perpetual frown. My concern leads me to seek meaning and direction. It leads me to the vision of an unfolding mystery. It leads me to Christ, who shows the way through death to fulfillment and victory.

And so I color my Easter eggs—joyful, spring-time-fresh colors.

I invite you to join me in this anti-Egg-whiters campaign.

THINK JOY!

THINK COLOR!

JOIN THE FIGHT TO KEEP OUR EASTER EGGS COLORED!

HELP STAMP OUT EGG-WHITERS, TODAY!

World Student Power Gains Momentum; Czech, Spain, Chile See Protests

By College Press Service

Although students throughout many parts of the world have been a powerful political force for generations, the worldwide student movement has been rapidly gaining momentum since the beginning of the year.

Within recent weeks, students have played significant roles in the political developments of many countries, including Czechoslovakia, Poland, Spain, Egypt, Italy, and Japan. In many other countries, students are beginning to realize their potential power and are demanding radical political and education reforms.

Students throughout the world are not unified with a common goal and strategy. Generally speaking, however, students are demanding—and frequently receiving—more freedom from their government, more responsibility in decision-making, and a reformed educational curriculum that is relevant to the new social issues of the world. Students in many countries also are demonstrating against the war in Vietnam, stressing their desire for lasting peace in the future. Anti-American sentiment has reached new dimensions in many student circles.

Although the worldwide student movement seems to be gaining momentum, protest politics in Europe, Asia, and elsewhere is not a new phenomenon. Students, for example, were largely responsible for the overthrow of ex-President Sukarno in Indonesia, and students played a major role in the overthrow of the Syngman Rhee government in South Korea.

In the United States, however, students are just beginning to demand educational reform, and Presidential candidates, for the first time, are making a major appeal for student support. But American students still have not come of age when compared to students in some other countries, as developments within the past few months make clear.

In Czechoslovakia, student pro-

test against educational and political repression have been largely responsible for changes in the leadership of the Communist Party there. The new leaders are trying to combine socialism and freedom with the widest possible democratization."

Brutal police suppression of a student demonstration last October helped discredit the old-guard Communists, and the Party leadership was taken over by liberals in January. Now, students are in the forefront of the movement to end all abuses of power, such as phony trials, and to work for a more humane and democratic regime. Independent student organizations have been formed at the University of Prague and elsewhere within the last few weeks to press for the students' demands for freedom. When the old-guard leaders were in power, student groups were carefully controlled.

Even though students in Czechoslovakia have a new climate of freedom, they still are keeping a close eye on the new government in case there are attempts to reinstate some of the restrictions on them.

In Spain, the government last week ordered the University of Madrid closed indefinitely after a clash between students and police. Spanish students have been demanding educational reform and more freedom. Students became fed up with the official government student association and formed the Democratic Union of Spanish Students (DUSS).

The Spanish government cannot afford to let students succeed in their effort to break loose from government control, because then it would be extremely difficult for the state to deny the same right to workers. Students and police have been clashing in Spain for several years, but tensions now seem to be getting worse.

The University of Madrid was closed last week to stop a student protest against American bases in Spain and the war in Vietnam.

In recent weeks, Egypt's 150,000 students have been posing a serious threat to President Gamal Abdel Nasser's control of the government. The most widespread rioting in a decade recently forced the closing of Egyptian universities, although they are now back in session.

Student demonstrators have been calling for democracy, freedom of the press, and abolition of the Egyptian National Assembly and the Arab Socialist Union. Students also have protested the "lenient verdicts" and sentences passed on four air force generals charged with crucial responsibility for Egypt's defeat last June in the war with Israel.

Now that the universities are back in session, more riots may occur. But there are reports that President Nasser may revamp his Cabinet, bringing in 14 civilians, as a concession to student demands.

University students throughout Italy have been demonstrating for new teaching methods and more student control of the universities. Rival political groups recently engaged in a violent clash at the University of Rome, and several hundred students were arrested by police.

The students may be accomplishing something, however. In early March, the coalition government proposed new legislation in the Chamber of Deputies which goes a long way to meet student demands. The bill provides for the adoption of new teaching methods and the participation of students in the various faculty councils.

In Chile, students recently ended a 145-day student strike

protesting the government's refusal to introduce education reforms. The strike ended after the government made some concessions. In Santa Domingo, a student organization held a demonstration in February for larger student subsidies. Police moved in, and one student was killed in a gunfight.

Protests against the Vietnam war are common. Thousands of students recently held a massive anti-war demonstration in London. In Tokyo, the opening of a United States Army hospital to treat soldiers wounded in South Vietnam has been postponed indefinitely because of student demonstrations.

It's Happening!

April 22

Art—Student B.F.A. Sculpture Showing—Exhibition Area
Duns Scotus
(Through April 30)

April 23

Meetings—
Senior Class 2:30—D.S. 236
Junior Class 2:30—D.L.T.
Sophomore Class 2:30—D.S. 34
Freshman Class 2:30—W.S.R.

April 24

Meeting—Resident General
Wick Social Room
7:00 p.m.

April 26

MUD WEEKEND!
Convocation, Crowning & Mass
9:00 a.m. - 12:00 noon
Wick Social Room
Parade
1:00 p.m.
Dance
Hearthstone Manor
9:00 p.m. - 1:00 a.m.

April 27

Play—
Daemen Little Theater
3:00 p.m.
9:00 p.m.
MUD Concert—Judy Collins
8:30 p.m.
Kleinhans

April 28

MUD Mixer—Wilmer & Dukes
Beaver Island
1:00 - 5:00 p.m.

April 30

Meeting—
Deans Meeting for Seniors
D.S. 34
2:30 p.m.
Concert—R.H.C. Glee Club
Kleinhans Music Hall
8:30 p.m.

May 1

Movie—"The Patriot"
D.S. 34
7:30 p.m.

Alumnae Sponsors Camp

The Buffalo Chapter of the RHC Alumnae Association will sponsor Camp Catalpa, a summer day camp for children, from July 8 through Aug. 16. Boys and girls from post-kindergarten through 10 years of age will be accepted for each of the three two-week sessions. The camp will run from 9:30 to 3:30 Monday through Friday and will be held at the college.

Mrs. Kathleen Roberts Burke (Class of '65), head camp counselor, has planned activities in four areas: arts and crafts, nature period, outdoor games, and creative expression (play acting, dancing, and singing).

The camp is named for the catalpa tree. The catalpa tree, according to Webster, is "a tree of China, Japan and North America, having large and ovate leaves, large fragrant bell-shaped flowers, and long slender pods."

The camp costs \$35 per two-week session. For further information, contact either Patricia Burgin, 839-1645, or Janet LeVan, 839-3600, Ext. 212.

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'Long Hot Summer Ahead?'

By SANDIE FARRELL '68

The ghetto promises a long, hot summer. Guns are sold out in the ghetto and have been purchased by many white city-dwellers.

Nearly two centuries of inequality have created this crisis and the conditions which the riot commission or the National Advisory Commission on Civil Disorder termed, "two societies, one black, one white—separate and unequal." Riots can only be ended when the work of two centuries is undone. To this end, the Commission recommended one million federal and one million private jobs; a new welfare system which can keep the family together and legislation to facilitate open-housing, new and cheaper housing, and urban renewal. In addition, they recommended education.

Education improves employment. Yet the Negro drops out sooner and more frequently. The resultant chronic unemployment makes him twice as likely to be unemployed and three times as likely to be employed menially. This condition lowers his living conditions and expectations. Increased and better employment means better housing, decreased welfare, and increased respect.

Because the white man and much of the industry have fled to the suburbs, the Negro's school is the city school. This tendency is compounded by segregated housing and the neighborhood school which creates defacto segregation. The neighborhood school also creates a lack of interest in the entire school system. That is, the quality of education rises with income. Integration makes the taxpayer responsible for the entire school system. Integration has begun by bussing and proposals for a single educational complex.

Moreover, Catholic education fosters this defacto segregation. Because parochial schools are parish schools and few Negroes are Catholic, the Catholic parent avoids integration. By removing his child from the public school, the Catholic parent further lacks interest in the public school system and leaves this system to the city's poor. In an October issue of the Sunday New York Times, Andrew Hacker used this to argue against public aid to the parochial school.

Integration, education, employment, housing, and increased income, however, require active public support. This support must arise from a belief in democracy, instead of fear, racism, and excuses. The crisis began when the Negro became an inferior being. The Commission's report notes that most riots began with rumor and ended with random killing.

Perhaps, it is too late. The police and the public are unprepared. The public has retreated into hesitancy and hostility, adopting the post-Detroit attitude that riots must not be rewarded with legislation. The Negro, too, has lost his faith. Anger and vengeance have come from an awareness of his African heritage and American history of injustice. He listens less to the public and not at all to the white police man who is a symbol and a major perpetrator of white "justice." Democracy is being

Sir John Sinclair Scheduled to Speak On 'The Discovery of Meaning'

The Human Dimensions Program of Rosary Hill College is sponsoring Sir John Sinclair, actor and lecturer, who will be in residency on campus from April 20 to April 27. He will speak on "The Discovery of Meaning" at Wick Social Room at 8:15 p.m.

Sir John Sinclair, from Dunbeath, Scotland, has talked to many groups about the creative ideas which he foresees in the years ahead. He trained in a professional drama school in London and earns his livelihood as an actor in the theater, on television, and in films. He is particularly interested in the experimental theaters which are doing interesting modern work.

Audiences, including young people, have been interested in his ideas as they deal with the powers of creative expression, of visualization such as those found in the theater, as well as subjects such as parapsychology, metaphysics, meditation, the will, and other subjects which are becoming of increasing concern today.

Sir John never has been in-

Faces in the News:**Lyndon Baines Johnson**

By MARY CAROL MADEJ '69

The "Why's" of Lyndon Johnson's refusal of almost certain nomination leads one to analyze the "why's and wherefore's of the Presidency itself. As established in the Constitution, executive power is vested in a President who is an elected official, and who, in his role as the Chief Executive, is Commander of the armed forces, and purveyor of the national interest.

In order to carry out his duties and responsibilities, the President must work in close harmony with the Congress. He must be able to relate his policies adequately, and must have the majority support of both houses in order to have his policies become law.

The case of Lyndon Baines Johnson is not a precedent in American politics. No other president who succeeded to office because of the violent death of his predecessor has ever been elected more than once in his own right.

Many may argue that the climate of the world was never as

abandoned for extremism. Both the white man and the black man have looked toward the summer with the law of the gun.

Even if attitudes are altered, the integration of what is another culture into American life is a long and expensive task.

But, perhaps belief in democracy and the Judaeo-Christian brotherhood of man can spark responsibility for and not the burning of the cities. If it is too late, we can let the cities turn black from the safety of our nice middle-class homes and college-bound schools. And if they burn, we can use the bombs that some men have suggested. But the supreme white society that will be left will be neither Christian nor the descendants of 1776. The choice will be made this summer, but not in the ghetto. It is beyond the legislators and the law; it rests in the mind of the citizen.

terested in being a Baronet only, but has believed that there is a need for younger men to participate constructively in the world scene. His contacts are with people who are keen in exploring the truth about the human being and the purposes of man.

Although he has spoken to many groups such as those in British schools, he also has addressed up to seven thousand people in London's Royal Albert Hall.

During the International Cooperation Year, he organized a number of "teach-ins" and also acted as one of the judges of one of the young peoples' "Speaking Unions."

Sir John has a historic geographical link with the North American continent. The title he inherited is a Nova Scotian Baronetcy established by the Order of King James VI, conferred in recompense for assistance given by his forebears in the settlement of that territory. The family continues its rights to the North Scotland estate known as the Baronetcy of Sinclair of Dunbeath.

grave for those men as it is for President Johnson. While the truth of this statement must be judged in relation to the thoughts of the people at those times, it is nevertheless true that power vested in the Presidency today is there because the crisis of our age is whether the world will survive into the twenty-first century.

The first question asked, in this case is "Whether the United States will not ultimately be led to its downfall if the present course of policy is not carried on by a man equally as strong as Johnson? While history can only be the ultimate judge, one can ask the question of whether this man must necessarily follow the path which the President has taken? The involvement in Southeast Asia has reached titanic proportions. It is well established that S. Vietnam is so intimately tied up with this country that a shock wave generated here reaches mammoth sizes when it touches their far off shores. The good achieved in such integral alliances can just as easily strangle one in favor of the other. The answer would lie in a mutual agreement to support one another, where necessity deems it, all the while remembering that one nation cannot supersede another on the latter's own soil. Applied to Vietnam: The United States' role is one of a back-up partner. Our relationship with the rest of the world soared when we became dominant in the field and in Saigon politics as well.

In the arena of internal affairs,

Heard About**The Vote: Right or Bother?**

By PAT HOLDEN '69

Technically the Student Senate is the voice of the entire student body. But a person who doesn't vote in the election doesn't have a real say as far as who her representative is going to be. In the last two elections, there was a problem getting enough people to vote to make the election valid. Even though the correct number was obtained in the end, the process could easily be compared to the process of pulling teeth.

Out of the eleven people contacted, five had voted in all three elections, two for the president, and the other four in none at all. I wanted to know why people hadn't voted and also if they had any suggestions as to why such a large number of people voted to make the election valid but had abstained because they didn't know the candidates.

One girl didn't have any idea why she hadn't voted, she just hadn't. Another girl was living off campus and admitted she was too lazy to send the last two letters in. She had voted for president but didn't know any of the people running in the other elections. Besides, as a senior, she didn't feel qualified to vote because the seniors are leaving and she did not think they had a voting right to elect officers for next year. One dayhop was really organized about the whole thing—number one, she was apathetical; number two, she really didn't know the girls running because she had transferred to the school; number three, she was too lazy to take the time out to see who was running; then she didn't feel qualified to vote; and lastly, she really didn't know seniors could vote. She felt the people affected by the elected candidates should do the electing

volumes have already been written on the racial question, economic crisis, surtax, income tax, auto safety and the apparent disregard for authority in the young generation of today. All of these problems (if the last item is indeed a problem) have been relegated to the side lines and allowed to smolder there, waiting for their own moment in the sun and possible cure.

President Johnson, as Chief Executive, has faced an immense amount of turmoil in his tenure. He is acknowledged to be a political and administrative genius. He knows full well the importance of the mass media, and he has managed to master it in many areas. But the fact remains that the mass media brought reality into the homes of every American. It showed the brutality of war and helped to topple (so to speak) the very man who has used it so effectively.

Lyndon Johnson is now on the road to history's scrutiny. Future pundits and some notable historians cannot help but view his record well—in the light of all his achievements versus his failures. History may view Vietnam as having little importance in this century or it may view it as a turning point in American politics. Whether Johnson is a man of his times or for his times will also come to light. It is good that he seeks his place in the sun without political overtones. Politics, while necessary to the running of the ship of state, has a habit of smudging the brightest record.

and knew there were other seniors who felt the same. One dayhop didn't think she was in Wick on the days of the elections, but she had no suggestions because she felt there was enough advertising and that the voting was held in the best possible place. One senior felt that the campaign tables were an excellent idea and another girl suggested that all elections be held on the same day, because the voting machines facilitated this possibility.

One sophomore insisted on only voting when she knew the individual, because voting for an unknown person just to be voting destroyed the purpose of the whole election. She felt the voting should be left to those individuals who knew at least one of the candidates. A freshman felt that she, like most of her friends, had abstained in good conscience because they simply didn't know the people who were running. As a dayhop, she felt the results didn't affect her. Although she admitted that her attitude might have been different if she had joined an organization, but she hadn't and didn't feel the outcome affected her in any way.

The main problem seems to be that no one knows anyone else. There must be an answer, however, because student governments function on larger campuses than this. I don't mean to insult anyone (just everyone). A quote of G. B. Shaw's comes to my mind at this time: "Democracy substitutes election by the incompetent many for appointment by the corrupt few."

**HAVE A
HAPPY
EASTER!**

Dr. Mead Sees Morality 'Dilemma'

Anthropologist Margaret Mead, who recently advocated marriage in two steps, today declared reaction to her plan presented a "dilemma" and that it was "unsatisfactory" at present, because "young people are clamoring for a new morality that will put a seal of approval on premarital sex."

"The need is urgent to rethink our traditional approach to marriage," Dr. Mead wrote in the current issue of Redbook, just released.

Young people "are not asking for the right to be delinquent; they are asking that the stigma of delinquency be removed altogether. They have read the books that tell them sex is good and necessary for a well-balanced life."

Almost two years ago, Dr. Mead proposed the development of two forms of marriage. One, which she termed "individual," involved no children, and its limited economic responsibilities would be "easy to end." The other, "parental," would be a second step by couples ready "to undertake the lifetime obligations" of parenthood.

"It now seems clear to me that neither elders or young people

want to make a change to two forms of marriage," she said. "They want to reserve the word 'marriage' for a commitment that they can feel is permanent and final, no matter how often the actual marriages may fail."

Young people "don't want to compromise their future, especially the future of the boys, by a grueling domesticity too soon. They are increasingly willing to wait for marriage, but they no longer understand why they must wait for sex."

Dr. Mead's present advice to them: "You had better get legally married."

"It is the earnest and responsible young people who are requesting sex freedom with a single, chosen lover who present the dilemma," she said. "As the president of one of our best coeducational colleges phrased it to me: 'It's the good girls who want us to approve their receiving boys in their rooms. The bad girls have found the answer long ago, in the parking lot at the other end of town.'"

Dr. Mead said she discovered during discussion with young people that "in their eyes, marriage is meaningless without children. The idea of a cherishing relation-

ship between two individuals through marriage does not appeal to them. Arguments about protecting unborn children are not very real to them.

"Before marriage, uninstitutionalized sex relations — companionship, as they see it — or, for the religious and conservative, decorous waiting, is appropriate.

"Why get married?" they ask. "Why can't we simply live together until we are ready to get married? Contraception is reliable. No unborn baby is being wronged; no girl's honor will be ruined; no young man, his education unfinished, will be trapped into marriage."

"So parents and advisers, teachers and clergy, are in a quandary . . . they say one thing out loud, one thing from the rostrum and the pulpit; and privately they sympathize, condone and connive to give particular young people the happiness they are demanding," Dr. Mead wrote in Redbook.

However, she added, "asking compliant and sympathetic elders not only to close their eyes but also to aid and abet their children to live in a way that many people still consider sinful — and that the laws of the land treat as criminal — puts them in a position that is unbearable, both for them and for their children."

"The children are asking for moral support of new standards. The most they can get is collusion in the kind of behavior that is still branded as immoral and illegal. They want parental approval; they want to feel that what they are doing, or would like to do, is right."

"I believe we have to say at present: If you want the experience of full-time companionship with someone you love — and this is what you should want, for it is the most satisfactory and fully responsible relationship — you had better get legally married, use contraceptives responsibly and risk divorce later. You are risking even more if you don't," Dr. Mead wrote in Redbook.

Open Forum . . .

(Cont'd from Pg. 5)

sistance in a non-directive way. But a great many faculty members would be unwilling to devote class time to such things as elaborate and lengthy questionnaires; the thought is that students have a right to a thorough covering of course material which would be jeopardized by taking a lecture period for filling out questionnaires.

—one reason for giving students a place on various decision making boards has scarcely been examined: **they would learn** from the experience. It is a cliché that the learning process at a college ought not be relegated to the classroom. Why not, then, use the **real experience** of either observing or participating in the running of the school as a valuable way of learning.

—one student objective needs clarification: are students interested in finding an organized way of making their views known, or are they anxious to **have a vote** when matters are ultimately decided. The former is something we have needed for a long while, something most of us are anxious to get as soon as possible; the latter is something which students have a right to—when they have shown that they are genuinely eager for it and ready to utilize it responsibly.

I personally feel that the Open Forum of April 3, despite its many defects, was a large step toward achieving this readiness, but one which needs to be followed by stronger and surer steps in the near future.



Liz Graney, the "sole survivor" readies a flap for the junior float.

Past Main Street:

Fun in Sun at Grand Bahama

By LISA McNAMARA '69

Around this time of the year, hordes of college youths are flocking to the sunny beaches of Florida, where sun, surf and sand, plus millions of kids await. For the more leisurely minded, a fifty-mile trip via air from Miami International will take them to a small island, just north of Cuba and off the coast of Florida, Grand Bahama Island.

Grand Bahama is one of the larger Bahama islands, which are part of the British colonies. There, an oasis of surf and sun provides the setting for a vacationland dream away from the hoi-polloi and noise of civilization.

However, Grand Bahama is no longer the reculsion it formerly was, for each year, its tropical appeal draws more college students and American vacationers.

When circling the island for the first time, one is overwhelmed by the vast expanse of sandy beach meeting the blue Atlantic. Subtropical temperatures ranging from 70-90 degrees are quite a contrast to the cooler Northeastern climate.

Perhaps the most noticeable

As I Was Saying . . .

Having made the fatal error of walking into the pressroom on a Saturday afternoon, fifteen minutes from deadline time, I was greeted with the impossible task of attempting to fill the remaining five inches on the layout. Quickly I ran through possible topics . . . My social life in Buffalo (that couldn't cover one inch, much less five). . . . my deep affection for finals () . . . why I am not going to MUD again this year (that only takes two words NO DATE) . . .

Gloom overtook as I realized that any topic on which I could expound would either cover more like twenty-five inches or one. Having my notion of FIVE one-inch articles (shorts, really) vetoed, I proceeded to probe the inner depths of my consciousness and wait until another unsuspecting victim arrived on the scene. Either the pressroom is terribly inaccessible or the word was out (and I missed it) to avoid the place like the plague on Saturdays.

Therefore, there will be no article in this space.

observation for the American tourist during his initial stay would be the lack of traffic and street signs, a few tropical palm trees (imported, by the way, from Florida) and the whiteness of the island.

The next observation, to the delight of any college coed, would be the large number of college males who have also migrated south to get away from "college pressures."

Grand Bahama is most noted by the more wealthy for its two gambling casinos. If somebody happens to land a lucky night, he may go away rich. It is not uncommon to bump into well-known celebrities (or congressmen) who are taking advantage of the privacy and fun-loving sports afforded by this paradise in the Atlantic.

College crowds spend the days on the beaches, swimming and the nights on the beaches, dancing. For excitement, the best suggestion would be to catch one of the native shows at a local nightclub. Islanders, primarily of African descent, sing and dance to the rhumba-rhythm common throughout the islands, and welcome any visitor.

Small market places modern in design, dot the island. Here tourists can bargain for straw products made by the islanders and purchase beautiful art works and clothing imported from Mexico and Spain. Because there are no import taxes, Parisian colognes, liquors, particularly rum, can be bought for half the price one pays in the States. Therefore, tourists often leave the island loaded down with luxurious commodities (if they can sneak them through customs).

Farther inland, small villages are scattered around the island. Tourists are not encouraged to investigate the "real native" scene. On the islands, education is compulsory from ages 7 through 14. After this age, education can be obtained in one of the few schools of higher learning on Grand Bahama or on the neighboring islands. Tuition is required, unless a student wins scholarships, so very few of the natives seek higher learning. Many of the young people travel from island to island according to seasons. Surprisingly, the young people earn adequate wages, if they are lucky enough to latch onto a job during tourist seasons.

For anyone who wants to leave all their troubles behind, for a few luxurious days of relaxation, fun and play, hop the next flight to Grand Bahama.

Judy Collins Headlines MUD

By KATHI DOMBROWSKI '69

Highlighting MUD Weekend, Saturday, April 27th at 8:30 p.m. at Kleinhans, Judy Collins promises a folk-singing experience. Born in Seattle, Washington, Judy has long been involved in show business. She was trained as a concert pianist and years afterward took up the guitar and began her career as a folk-singer. Her success is evident in her albums, A MAID OF CONSTANT SORROW, GOLDEN APPLES OF THE SUN, IN MY LIFE, and others.

A leader in promoting interest in the folk idiom, Judy has played throughout this country and in England, Poland and Russia. Her associates vouch that she is a girl who believes in things, es-

pecially the limitless possibilities open to man. As she says, When I sing I expose myself. I want the audience to take the trip with me; to expand their experience." She has a breadth of vision, a remarkable drive that tends to involve the audience in her ideas and to contemplate that which the future holds.

Judy Collins has not had a checkered career. Everything she has done has been the journey toward greater awareness both of herself and of the world around her. She feels deeply, reacts passionately and expresses herself with conviction. All of these things produce a great artist—unafraid of all the vibrancy of life and of living. Judy Collins is more than a folk-singer. She is an experience.

Letters . . .

his dream for the white man's way of hate and violence.

Last week, he came to Memphis to free America by securing rights for some garbage collectors. There was violence, yet Dr. King still spoke eloquently of the promised land, peace, and white good will. The next day, a white man murdered him. This country may have died in Memphis, but America is bigger than the middle slice of North America. So long as men somewhere retain faith in mankind, Dr. Martin Lu-

(Cont'd from Pg. 5)

ther King and the ideals he died for will not perish. Surely, God will grant him the peace and love he lived by. Do not weep for Dr. King. Weep for his wife and children, for our nation, and for the grace to make the America of the school child: The land of the free and the home of the brave for Catholic, Protestant, Jew, Indian, Asian, Black, and caucasian.

Sandie Farrell '68
Sincerely,

Rosary Hill College

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